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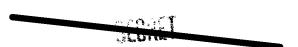Appendix B

COMMENTS ON IG'S UNDERSTANDING OF AND RECOMMENDATIONS CONCERNING TRAINING EVALUATION BRANCH

1. Training evaluation cannot be undertaken apart from knowledge of training objectives, course organization, and teaching methods. In short, it is an integral part of training. The A&E Staff, therefore, has moved at its own initiative to provide a broader range of support to training. It was through our efforts that the educational specialist in the branch was brought on board. Effort has been made to bring the Agency up to date in the use of self-teaching methods. A trial programming of tradecraft material has been developed. Through a consultant, effort is being made to develop a self-teaching program in Mandarin Chinese. An extended practical in-basket problem has been developed, and its use promoted as a training exercise in Agency management classes.

2. Training evaluation has facilitated better management of personnel by: (a) providing greater objectivity in the measurement of student performance to guide the instructor in his evaluation; (b) integrating the assessment program with performance reporting to increase the likelihood of proper use of the performance report.

3. Training evaluation efforts have facilitated student learning by: (a) promoting written briefings in the assignment of tasks so that each student knows what he is supposed to do; (b) promoting active learning methods; (c) assisting in reducing the amount of time spent in lecture; (d) devising methods for providing the student prompt, specific, and individualized feedback.

4. Training evaluation efforts have improved instruction by:

a. Showing the relationship between stated objectives and student performance. For example, the section of the OT course concerning clandestine communication was completely revised after a simple examination revealed that several instructors had been teaching different concepts and using different terminology. At this point it was realized that no doctrine had ever been received from the DD/P. A simple exercise led to a radical revision in the instruction. A prime example here, also, is the work of ████████ on tradecraft and agent management instruction in the Operations Course. On the basis of knowledge of what the students were learning, he made many modifications in his emphasis.

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b. Assisting instructor in developing problems around explicitly designed objectives. One TEB member was awarded the Intelligence Medal of Merit for her role in developing problems in the OPC and the OC.

c. Contributing to better organization of practical exercises, the objective of the course, and the instruction preparatory to the exercise. About three years ago, the AME representative at �████████ assisted in a review of the Audio Surveillance Management course. He pointed out that there was not a single exercise in the course simulating the case officer's planning and management responsibility, yet the purpose of the course was to prepare case officers to develop, manage, and review audio operations. A detailed planning exercise was developed and has been retained to this day. It perhaps should be pointed out that the amount of work required from the instructors did not make them very happy over the outcome of this survey, even though they recognized the justness of the observation.

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5. It is hard to understand how the IG missed practically all of these accomplishments. One can only conclude that those he interviewed did not include instructors with whom we have worked most closely. Names of these can be supplied by C/TEB.

6. Abolition of the Branch as recommended by the IG will result in an immediate practical problem. There are three psychologists assigned ████████████████████ Provision for training of their successors and their continuous support must be provided. At present, a closely integrated program of assessment and training support is provided. This will not be as easy if the recommendation to abolish the Branch is adopted.

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7. The Inspector General recommends that "the DTR direct the chiefs of training schools to reduce training evaluation reporting to the minimum necessary to meet the requirements of student, supervisor, and instructor". In the first place, there are large areas in the Office of Training in which there is no evaluation effort. It is difficult to see how this can be reduced. In the second place, the recommendation is meaningless until the requirements are spelled out at a policy level.

8. A point that has been overlooked by the Inspector General is that training evaluation reports by policy now go into the student's personnel folder. The reason the present training evaluation reports are longer than one or two pages is the need for including a description of the course and its methods of teaching so that anyone consulting the file two years hence may more reasonably interpret what the instructor's remarks or comments mean. This seems particularly necessary because of the rapid change in course content.

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9. The Inspector General recommends that the A&E Staff be relieved of responsibility for examination and review of training courses and for conducting the Instructional Techniques Course, transferring these activities to OTR's own staff along with necessary personnel. It has been explained how A&E got into these activities. Some consideration in locating these people might be given to the advantages that accrue from having all training support consolidated in one place, and also to the more qualified supervision such individuals would get from the A&E Staff.

10. The Inspector General recommends that A&E be relieved of the responsibility of distribution of training evaluation reports. The reason A&E had that activity was its responsibility for reviewing the reports for conformity to the general OTR policy before they were disseminated. The effect of having the Registrar distribute these reports would be to place the responsibility of this review on the school chiefs, which is perhaps a good thing. A&E, of course, should remain on the distribution list, since it is the official Training repository of training evaluation reports and because of the contribution these reports make to the assessment function of A&E.

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